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ASSIGNMENT BOOKLET 3B

PED 0770 Career and Life Management

Module 3: Section 2 Assignment and Section 3 Assignment

FOR STUDENT USE ONLY

Date Assignment Submitted:

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Teacher's Comments

Teacher

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- Has your work been reread to ensure accuracy in spelling and details?
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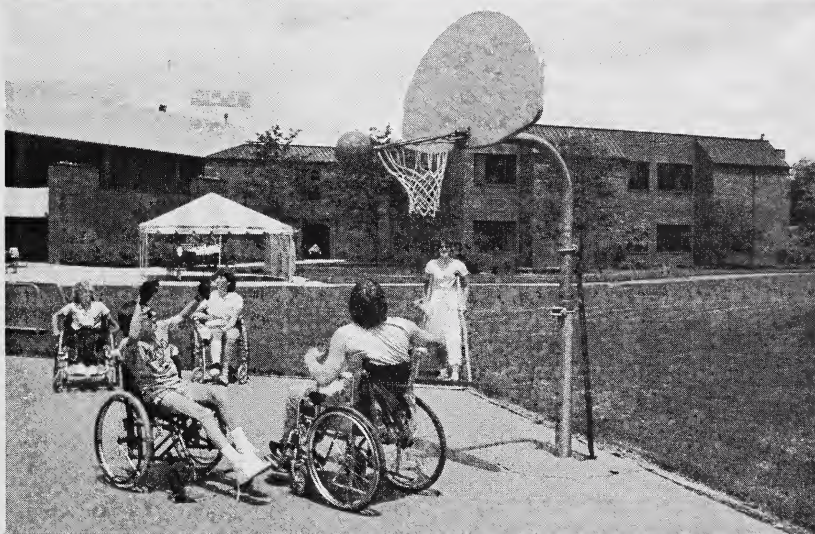
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Career and Life Management

Module 3



Personal Choices

Assignment Booklet 3B



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Summary

| | Total Possible Marks | Your Mark |
|----------------------|----------------------|-----------|
| Section 2 Assignment | 100 | |
| Section 3 Assignment | 50 | |
| | 150 | |

Teacher's Comments

Career and Life Management
Module 3: Personal Choices
Assignment Booklet 3B
Section 2 Assignment and Section 3 Assignment
Learning Technologies Branch
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This document is intended for

| | |
|------------------|---|
| Students | ✓ |
| Teachers | ✓ |
| Administrators | |
| Home Instructors | |
| General Public | |
| Other | |



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lfb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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ASSIGNMENT BOOKLET 3B

CAREER AND LIFE MANAGEMENT: MODULE 3

SECTION 2 ASSIGNMENT AND SECTION 3 ASSIGNMENT

Your mark for this module will be determined in part by how well you do your assignments.

This Assignment Booklet is worth 150 marks out of the total 350 marks for the assignments in Module 3. The value of each assignment and each question is stated in the left margin.

Work slowly and carefully. If you have difficulty, go back and review the appropriate topic.

Be sure to proofread your answers carefully.

100

Section 2 Assignment: Well-Being Choices

Read all parts of your assignment carefully and complete your work in the appropriate places.

In this section, you explored the challenges, barriers, and decisions to be faced on several issues related to your personal well-being. Well-being requires a balance. You discussed this balance in relation to the importance and influence of roles and role expectations in one's life. Role conflict and role transition were also explored, as were gender, age, and cultural stereotyping. You examined skills and attitudes for coping positively with the changes and stresses that are normal and ongoing throughout one's life. You looked at the negative consequences of not handling those stresses, such as anger, depression, and suicide.

You examined risk taking, and the choices that can be made about the use of substances, such as tobacco, alcohol, and drugs. You explored effective communication and conflict resolution skills. You focused on the natural occurrence of conflict in relationships and its stages. A negotiation process was presented as a method of dealing with relationship conflict. Issues related to the avoidance of conflict resolution were examined. The difference between conflict and violence was examined. Various forms of unhealthy relationships, especially those with violence and abuse, were explored. Support systems, both internal and external, were discussed, and you examined possible resources and assistance in the local community.

You then explored the concept of change as it relates to relationships through life. Skills for coping with the changes in relationships were explored. The process of grieving, coping strategies, expressing sympathy, and making the choice to end a relationship were discussed. You examined some ideas on how to adjust to loss in one's life.

In Section 3 of this module, you looked at challenges, barriers, change, and choices through the following areas:

- well-being
- balance
- roles
- expectations
- role conflict
- role transition
- change in relationships
- barriers
- stereotypes
- prejudice
- discrimination
- stress
- anger
- depression
- suicide
- loss and grieving
- risks
- smoking
- environmental tobacco smoke
- substance use and abuse
- alcohol
- drugs
- stopping abuse
- responding to peer pressure
- dealing with conflict
- effective communication
- stages of conflict
- conflict resolution
- negotiation
- mediation
- compromise
- difference between conflict and violence
- forms of violence and abuse
- warning signs of an abusive relationship
- getting help
- community support
- change
- dealing with grief and loss
- expressing sympathy
- the grieving process
- challenges in relationships
- significant losses
- life changes
- moving
- marriage
- ending a relationship

The assignments for this section will focus on the development of skills and strategies for identifying and dealing effectively with challenges, issues, changes, and choices related to your physical, emotional, and social health. The final assignment will also ask you to continue to develop an action plan for health that applies your knowledge of health-enhancing behaviours and asks you to indicate how positive change can maintain and improve your well-being.

The final assignment you will complete for Section 2 is worth 20 marks and will involve the development of an action plan. You will complete questions 1 to 7 before you complete the work on the action plan. Use your work in these questions, as well as the work you completed throughout Section 2 of the Student Module Booklet, to help you complete the final assignment. The development of an action plan that addresses key topics for each section will be an ongoing assignment throughout this module.

1. The media (television, magazines, newspapers) often reinforce gender stereotypes of men and women. Some advertisers, however, make the effort to break down gender stereotypes. Choose an advertisement from any media source that does one or the other and attach it to this page. Then write an explanation which outlines why you believe this advertisement either reinforces or breaks down conventional gender stereotypes.

5

- a. Advertisement

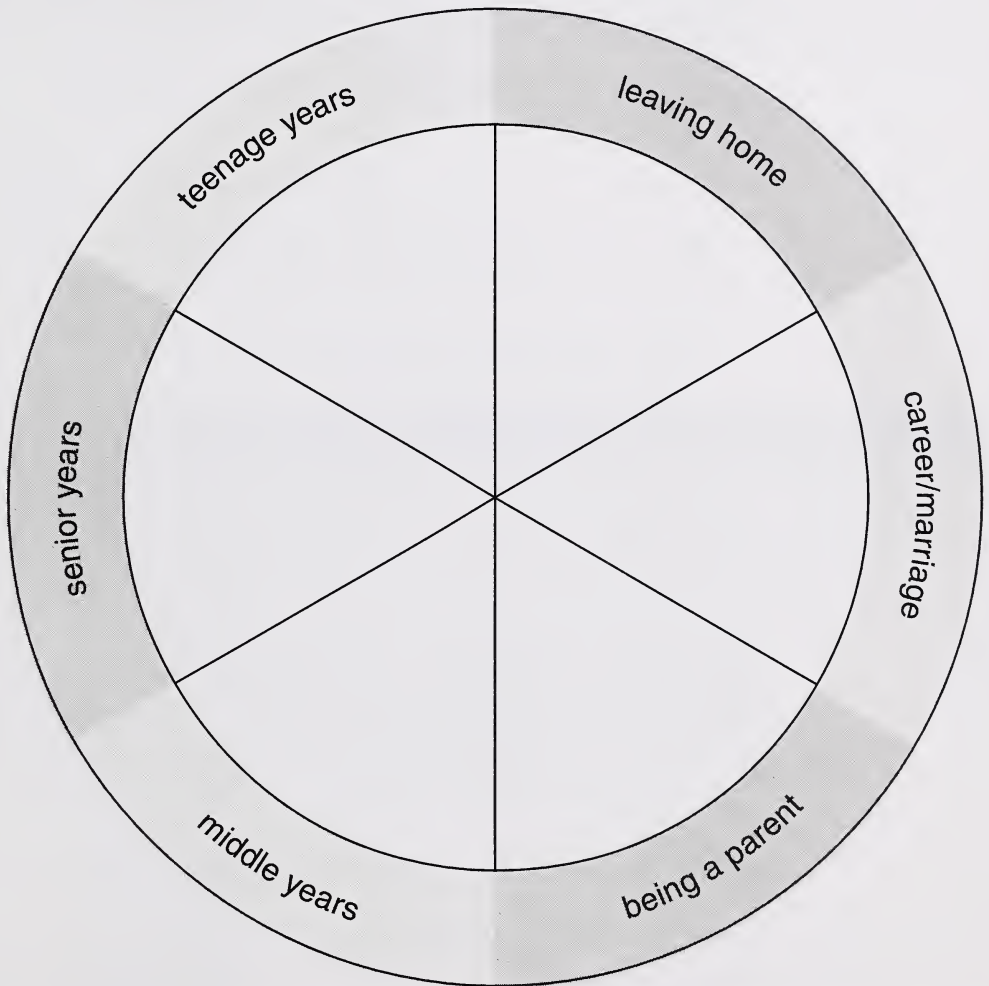
b. Explanation

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

When you've finished responding to the preceding questions, return to page 81 of Module 3 Student Module Booklet and continue working where you left off.

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2. In previous modules of this course, you have been introduced to the family life-cycle stages. How are relationship needs met and roles established in each stage of the family life cycle? How is your emotional balance affected by the changing nature of your needs, roles, and relationships? Use the following visual organizer as the basis for your response. Provide examples of needs and roles for each stage of the family life cycle in the inside circle. Use the outside circle to provide examples of stresses and expectations for each stage of the family life cycle.



When you've finished responding to the preceding question, return to page 85 of Module 3 Student Module Booklet and continue working where you left off.

3. Read the following scenarios and consider very carefully how they relate to the grief process. Then answer the questions that follow.

4

- a. After Ria broke up with Jon, Jon became afraid of the turmoil he was feeling. He found it difficult to express his feelings, so he really didn't have too much to say about the break-up. In fact, he decided that the best way to handle the situation was to keep a stiff upper lip about the whole relationship, and after awhile, he refused to talk about Ria at all. Jon's friends found him distant. In fact, they found that they saw less and less of Jon because he was spending a lot of time in the bar.

- i. What was happening to Jon as far as working through his grief?

- ii. How could Jon's friends try to help him?

2

- b. After her parents' divorce, Kaitlyn decided that she would not go to college. She decided college attendance would be too difficult for her to handle at this time. Over her parents' objections, she withdrew her college application and applied for work in her town. By the time autumn arrived, Kaitlyn had recovered a great deal from her family loss and realized that she would like to attend college. However, registration in her program of studies is now full.

Why is it often difficult to make wise life decisions during a period of grieving?

When you've finished responding to the preceding questions, return to page 89 of Module 3 Student Module Booklet and continue working where you left off.

4. Interview a smoker and non-smoker. Record their answers in the chart provided.

The following questions might be helpful for interviewing a smoker:

- Why did you start smoking?
- How old were you when you started smoking?
- Do you wish you had never started smoking? Why?
- Would you like to stop smoking?
- Have you ever tried to stop smoking?
- How do you feel about the possible health hazards that can result from smoking?

The following questions might be helpful for interviewing a non-smoker:

- Why do you not smoke?
- Have you ever smoked?
- If so, how did you stop smoking?
- Do you feel any pressure to smoke now?
- How do you feel about people smoking around you?

You can also design your own questions if you like.

| Questions | Smoker | Non-Smoker |
|-----------|--------|------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |

10

- Prepare a write-up of the interviews.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

6

- b. What are the pressures that may make some individuals start smoking? What kinds of pressures and/or incentives has society placed on smokers to quit?

[illegible]

2

- c. What types of restrictions have been placed on public smoking? Give several specific examples. Use both media and community sources in your examples.

[illegible]

When you've finished responding to the preceding questions, return to page 93 of Module 3 Student Module Booklet and continue working where you left off.

5. Answer the following questions about alcohol use and abuse.

④

- a. You are attending a graduation party where alcohol has been served. It is time to leave for home, and you find that your friend, the driver, has had too many drinks. How would you handle this situation?

②

- b. How would a conviction for impaired driving possibly affect your future with regard to job opportunities?

When you've finished responding to the preceding questions, return to page 95 of Module 3 Student Module Booklet and continue working where you left off.

6. Answer the following questions about drug use and abuse.

4

a. What do you feel is the responsible and reasonable use of drugs?

4

b. What are some of the dangers of taking drugs?

When you've finished responding to the preceding questions, return to page 99 of Module 3 Student Module Booklet and continue working where you left off.

7. How are your relationships? Consider one of the current relationships you have in your life. It could be your relationship with any friend or family member. Look at the benefits or the limitations of that relationship by answering five of the following questions.

10

- a. Use the chart that follows to record your answers to the questions you choose. Keep the individual's name confidential.
- What are this person's interests?
 - What people do I know that this person knows? Are these the type of people I like to be with? Are these the type of people I usually spend time with?
 - What values do I share with this person?
 - What do I really need? Which of my needs are being met in this relationship?
 - What needs am I meeting for this person?
 - How do we both feel about important issues such as dating, the roles of women and men, education, drugs, alcohol, and other issues of importance?
 - What demands is this person putting on me or is about to put on me?
 - How do we relate? Is this a shared partnership or is it a one-sided relationship in which I always get my way or in which the other person always gets his or her own way?
 - Do I like the person and feel comfortable with him or her, or do I feel as though I am being someone other than myself when I am with this person? Is this a positive feeling?
 - Does the other person help me to feel good about myself and my lifestyle?
 - Is this person empathetic and communicative?
 - Does this person help me to be the best that I can be?
 - Do I help the other person to be the best that he or she can be?
 - Am I communicative and empathetic towards the other person?
 - Do I feel good about the other person's lifestyle?

| My Current Relationships | |
|--------------------------|----------|
| Question | Response |
| | |
| | |
| | |
| | |
| | |

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4

- b. Is this relationship good for you or does it limit what you can do or be? Does it encourage you to do things or be someone you don't really want to do or be?

[illegible]

When you've finished responding to the preceding questions, return to page 122 of Module 3 Student Module Booklet and continue working where you left off.

20

8. The creation of an action plan for your personal health will be an ongoing assignment throughout this module. For your action plan, you will be asked to select two areas in which you want to make changes.

NOTE:

To help you complete this assignment, review and summarize what you have learned about the importance of balance for your physical, emotional, and social well-being. Review the influence of role expectations on your behaviours and actions and the conflict that can result from different perceptions of roles. Review how choices about tobacco, alcohol, and drug use affect your health and well-being. Revisit the decision-making model you have learned from other modules and compare it to conflict resolution. Review effective communication strategies. Review the processes involved in dealing with change and the challenges it can present to your emotional health and well-being.

Review the dimensions of physical health, emotional health, and social health. Consider how each of these dimensions is connected to the other dimensions of health. Review what you learned about creating an action plan from previous lessons in this course.

Your action plan assignment will be graded using the following rubric. Since the focus of your final assignment in each section will be the creation of an action plan, this rubric will be repeated in each section of your assignments for Module 3.

| Marks | Criteria |
|-----------------------------------|---|
| 17–20 Excellent | <ul style="list-style-type: none"> • The action plan clearly identifies a topic for change and effectively summarizes current habits and patterns relating to this topic. • It applies knowledge learned about health-enhancing behaviours and actions that are suitable for the topic, and it applies knowledge from readings and lessons through examples and information. • The action plan provides a range of suggestions for substituting negative choices and habits with positive choices and habits. • It clearly demonstrates or explains how the suggested choices or habits will positively affect personal health and well-being; it makes connections to physical, emotional, and social health. • The action plan is concrete, focuses on change, and is reasonable and achievable. |
| 13–16 Proficient | <ul style="list-style-type: none"> • The action plan identifies a topic for change and summarizes current habits and patterns relating to this topic. • It applies knowledge learned about health-enhancing behaviours and actions that are relevant to the topic and applies knowledge from readings and lessons by using examples. • The action plan provides suggestions for substituting negative choices and habits with positive choices and habits. • It demonstrates or explains how the suggested choices or habits will positively affect personal health and well-being; it uses suggestions that imply improvement in physical, emotional, and social health. • The action plan is concrete, implies change, and is reasonable and achievable. |
| 10–12 Acceptable | <ul style="list-style-type: none"> • The action plan identifies a topic for change and provides examples of current habits and patterns relating to this topic. • It uses examples that illustrate health-enhancing behaviours and actions that are relevant to the topic. • The action plan implies that negative choices and habits will be substituted with positive choices and habits. • It attempts to demonstrate or explain how the suggested choices or habits will positively affect personal health and well-being. • The action plan may be overly simplistic or unrealistic; it has limited focus on change in behaviour and actions. |
| 0–9 Limited | <ul style="list-style-type: none"> • The action plan identifies a topic for change and provides a limited description of current habits. • It provides few examples that illustrate health-enhancing behaviours and actions. • The action plan provides limited suggestions for positive choices and habits. • It provides limited examples of choices or habits that affect personal health and well-being. • The action plan is difficult to achieve and has difficulty communicating a change in behaviour. |

Your action plan should include the following steps:

- Identify the topic that will be a focus for change, for example, improving communication skills or developing strategies for dealing with stress.
- Summarize your current habits and patterns. This should be done in the form of a chart that records your experiences, habits, and patterns over a three-day period. For example, in your chart you could record situations in which you are using communication skills such as group work in school, social situations, going on a date, or situations in which you find yourself experiencing stress.
- Apply the knowledge you have learned about health-enhancing behaviours and actions for this topic; for example, list strategies of effective communication or strategies for dealing with stress.
- Create an example of what the change will look like. This should be done in a form that applies health-enhancing behaviours and actions to daily life, for example, a skill that you will practise and apply to social situations, or a behaviour that you will practise every day to reduce your stress.

Your action plan may be put together and submitted in the form of a stapled or folded booklet, duotang, folder, binder, or any other format.

Select two topics for change from the following list:

- dealing with role expectations
- dealing with role conflict
- coping with stereotyping
- dealing with stress
- dealing with feelings like anger or sadness
- quitting smoking
- avoiding alcohol or drug use
- dealing with conflict
- communicating effectively
- dealing with loss
- dealing with change
- moving away
- ending a relationship

When you've finished responding to the preceding questions, return to page 135 of Module 3 Student Module Booklet and start working on Section 3.

50

Section 3 Assignment: Planning for Health

Read all parts of your assignment carefully and complete your work in the appropriate places.

In this section, you focused on some of the internal and external influences on the choices and decisions you make for your personal health and well-being. You explored some basic information about learning and the importance of personal responsibility and a positive attitude. The nature of change, continual personal growth and development, and the need for lifelong learning were emphasized.

You also focused on the importance of assessing your personal well-being and explored strategies for dealing with life's challenges and changes. You learned that the development of an action plan for health involved the following three stages and you have used these stages to work through a variety of health issues and topics:

- becoming aware of a personal health issue or topic
- considering information or additional research about the issue or topic
- developing a plan for personal, individual use

In Section 3 of this module, you looked at planning for your well-being and health through the following areas:

- | | |
|------------------------------------|--|
| • lifelong learning | • impact of media, science, and technology |
| • internal and external influences | • consumer choices |
| • thinking process | • health action plan |
| • thinking skills | • changing health habits |
| • critical thinking | • knowledge |
| • creative thinking | • planning |
| • attitudes and learning | • perseverance |
| • dealing with personal change | • healthy attitudes |
| • challenge | • goal setting |
| • perspectives | • flexibility |

The assignments for this section will focus on the development of skills and strategies for coping with change and planning for the interrelated aspects and balance in your personal health and well-being. The assignments will also ask you to continue to develop an action plan for health that applies your knowledge of health-enhancing behaviours and to indicate how positive change can maintain and improve your well-being.

The final assignment you will complete for Section 3 is worth 20 marks and will involve the completion of your action plan. You will answer question 1 before you complete the work on the action plan. Use your work in these questions, as well as the work you completed throughout Section 3 of the Student Module Booklet Module, to help you complete the final assignment.

6

1. a. Ongoing self-communication can encourage growth and support for changes. Write a brief letter to yourself, using affirming statements that reflect confidence and faith in your personal competencies, for example, “I can do...”, “I am...”, “I am capable of...”, “I have the skills to...”.

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12

- b. Use a variety of sources like books of quotations, speeches, or song lyrics to collect and record three to five different quotations that show a positive perspective on life and living. For example, consider the following quotations:

You have to live life to love life, and you have to love life to live life. It's a vicious circle.

Unknown

The optimist proclaims that we live in the best of all possible worlds, and the pessimist fears this is true.

James Branch Cabell

Using the examples you research, compose a saying that reflects a positive perspective on life and living that is relevant and meaningful to you. Place the collected examples and the saying that you develop on an 8.5" x 11" poster and include some visuals or illustrations. Use the following space to plan your poster. Submit your poster to your teacher with this Assignment Booklet.

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c. Identify a current wellness issue that concerns you. Use the following retrieval chart to explore the various influences on this issue. Provide point form notes for each row of the chart, based on information you find from using various sources, such as your textbooks, the Internet, library sources, the media, and any community resources available from health professionals or agencies. You may select your issue from among the following topics:

- the link between smoking and lung cancer
- the benefits of being physically active
- the negative effects of being concerned about body image
- the effects of peer pressure on emotional well-being
- the issue of harassment for teenagers
- any other wellness issue that is of interest to you

List the sources you have used to find your information. Include names of media sources, Internet URLs, and the names and publishing information of any other books or magazines you have consulted.

| A Wellness Issue | What I Found Out | Sources I Used |
|---|------------------|----------------|
| What is this issue about? | | |
| What does the media say about this issue? | | |

| | |
|--|--|
| What current knowledge is available about this issue? What are the developments in science, technology, or health-related research? | |
| How does this issue affect the choices I make about my personal well-being and health? | |

When you've finished responding to the preceding questions, return to page 153 of Module 3 Student Module Booklet and continue working where you left off.

20

2. The creation of an action plan for your personal health has been an ongoing assignment throughout this module. From what you have learned in each section, you have been asked to select two areas in which you want to make changes. In this section of Module 3, you will focus your action plan on strategies for establishing a balance between the dimensions of health. Your action plan will follow the same processes you used in the two previous final assignments you completed in this module. However, for this section's final assignment, the last two steps are combined.

NOTE:

To help you complete this assignment, review and summarize what you have learned about what it takes to develop a commitment to lifelong learning. Consider the range of strategies and ideas you have learned as you have worked through all of the modules in this course. Review how critical and creative thinking skills relate to the problem-solving and decision-making processes you have used in this course. Consider the importance of developing a positive attitude toward learning. Review the factors involved in coping with change and challenges and consider them in the context of challenges that you have faced. Review the impact of the media, science, and technology on your personal health and how consumer choices are part of it.

Review the elements of personal planning and the development of effective action plans. Revisit the goals you have developed in other modules of this course. Re-assess the skills and attitudes that you have identified and identify how these will help you in planning for your health and well-being.

Your action plan assignment will be graded using the following rubric.

| Marks | Criteria |
|-----------------------------------|---|
| 17–20 Excellent | <ul style="list-style-type: none"> • The action plan clearly identifies a topic for change and effectively summarizes current habits and patterns relating to this topic. • It applies knowledge learned about health-enhancing behaviours and actions that are suitable for the topic, and it applies knowledge from readings and lessons through examples and information. • The action plan provides clear and directed “I will” statements for substituting negative choices and habits with positive choices and habits. • It clearly demonstrates or explains how the suggested choices or habits will positively affect one’s personal health and well-being; it makes connections to physical, emotional, and social health. • The action plan is concrete, focuses on change, and is reasonable and achievable. |
| 13–16 Proficient | <ul style="list-style-type: none"> • The action plan identifies a topic for change and summarizes current habits and patterns relating to this topic. • It applies knowledge learned about health-enhancing behaviours and actions that are relevant to the topic, and it applies knowledge from readings and lessons by using examples. • The action plan provides clear “I will” statements for substituting negative choices and habits with positive choices and habits. • It demonstrates or explains how the suggested choices or habits will positively affect personal health and well-being; it uses suggestions that imply improvement in physical, emotional, and social health. • The action plan is concrete, implies change, and is reasonable and achievable. |
| 10–12 Acceptable | <ul style="list-style-type: none"> • The action plan identifies a topic for change and provides examples of current habits and patterns relating to this topic. • It uses examples that illustrate health-enhancing behaviours and actions that are relevant to this topic. • The action plan uses “I will” statements that imply negative choices and habits will be substituted with positive choices and habits. • It attempts to demonstrate or explain how the suggested choices or habits will positively affect personal health and well-being. • The action plan may be overly simplistic or unrealistic; it has limited focus on change in behaviour and actions. |

| | |
|------------------------|---|
| 0–9 Limited | <ul style="list-style-type: none">• The action plan identifies a topic for change and provides a limited description of current habits.• It provides few examples that illustrate health-enhancing behaviours and actions.• The action plan has “I will” statements that provide a limited number of suggestions for positive choices and habits.• It provides limited examples of choices or habits that affect personal health and well-being.• The action plan is difficult to achieve and has difficulty communicating a change in behaviour. |
|------------------------|---|

Your action plan should include the following steps:

- Identify the topic that will be a focus for change like a situation, challenge, or issue that affects more than one dimension of your health, for example, dealing with stress affects your physical and emotional health. You may choose any topic you have dealt with in previous sections of this module. However, your topic selection and identification should show that different dimensions of health are interrelated.
- Summarize your current habits and patterns. This should be done in the form of a chart that records your experiences, habits, and patterns over a three-day period. For example, the chart should record any situations over a three-day period in which you list evidence of the physical and emotional effects of stress.
- Apply the knowledge you have learned about health-enhancing behaviours and actions for this topic; for example, list “I will” statements for collecting knowledge, planning, persevering, and developing a healthy attitude for dealing with the physical and emotional effects of stress.

Your action plan may be put together and submitted in the form of a booklet, by using a duotang, folder, stapled booklet, or any other format you design.

When you’ve finished responding to the preceding question, submit your Assignment Booklet to your teacher and start working on either Part 3A: Human Sexuality or Part 3B: Culmination.

